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ABSTRACT

This is a brief progress report on the development of a comprehensive program for training elementary teachers at Shaw University which evolved out of an intensive study of the CETEM models. Although Shaw's resources do not lend themselves to the development of elaborate individualized instruction modules, some features will be incorporated in the program. Screening of applicants on past academic performance and evidence of rapport with children will also be added. Individualized instruction is being strengthened and opportunities provided for developing awareness, group interaction, diagnosis of individual needs, and self-development. Human relations skills are also being stressed, together with professional decision-making competencies. The elementary teacher education program is being changed to meet 1) increased emphasis on vocational education, 2) increased tension between education and the general public, 3) increased attention to the individual, 4) increased autonomy at each major level of education, movement toward a more interdisciplinary curriculum, 5) increased involvement with the total environment, and 6) greater emphasis on relevance in learning. The four areas in which major changes must take place are 1) professional laboratory experiences and student teaching, 2) inservice training, 3) methodology and strategy, and 4) expectations and demands of the teacher. (MBM)

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MEETING TODAY'S CHALLENGE IN TEACHER EDUCATION

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Meeting Today's Challenge in Teacher Education

It will be helpful at this time to make a progress report of the development of a "Comprehensive Program for the Training of Elementary Teachers at Shaw University", as this program evolved out of an intensive study of teacher education models at nine other institutions.

As a result of diligent study and consultation, the faculty agreed upon the following features of the nine models to serve as partial background for the development of a teacher education program at Shaw University. The chart shown in the first slide details the steps in the hierarchy into teacher education up through internship in the schools.

Student Self-Analysis and Self Development

Self-Analysis is a good beginning point and should be a continuous process for teacher education students. Certainly, it is the first step in self development. Techniques in self-analysis and methods of self development should be worked out by both students and teachers.

Individualized Instruction Module Development

Individualized Instruction Modules studies were elaborate and were typical of the Systems contributing to the study. Shaw University resources do not lend themselves to similar patterns;

however, some features of the patterns studied were considered and can be utilized along with others to be created as a result of our developmental process.

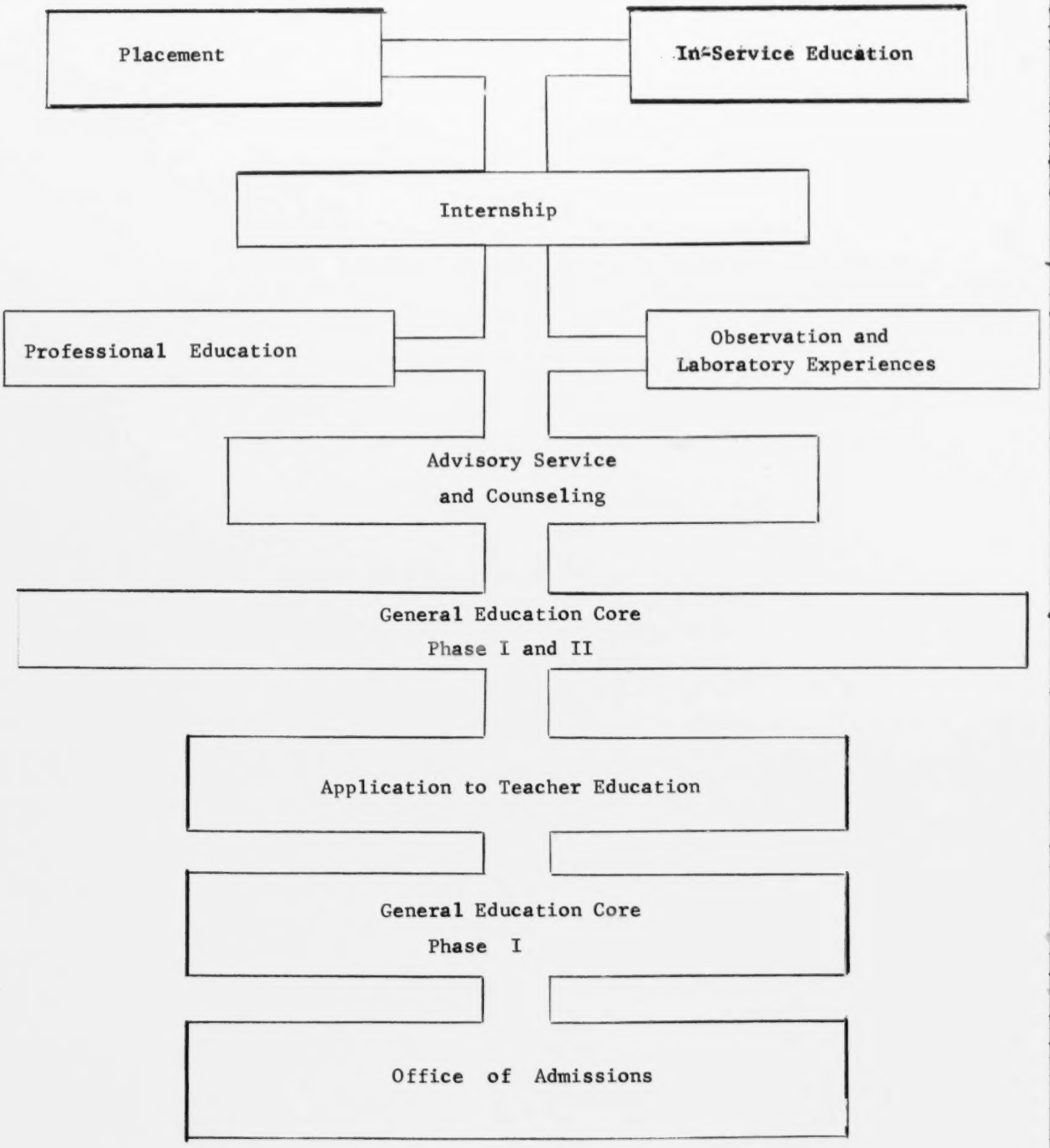
Screening of Applicants

The criteria for screening included in some models consisted of past performance in academic disciplines, ability to get along with children and general well-mindedness. We would like to add these criteria to our model. We feel also that upon their acceptance into the program, good guidance services should include clinical sessions in which future teachers are aided in developing behaviors necessary for effective teaching. At Shaw a counselor interviews a prospective applicant for the teacher-education program.

Individualized Instruction

All models stressed individualized instruction. The philosophy of our teacher education program also emphasized individualized instruction, however, we would like to let it be known that ideas from the various models strengthened our program. The competencies needed to provide individualized instruction were clearly outlined in various models. Some were: organizing learning goals and developing evaluative techniques designed to measure them; utilizing methods to diagnose learning characteristics; planning short and long-term learning programs and tech-

HIERARCHY INTO TEACHER EDUCATION



niques for self-development. A composite of the aspects of individualized instruction are presented in this slide.

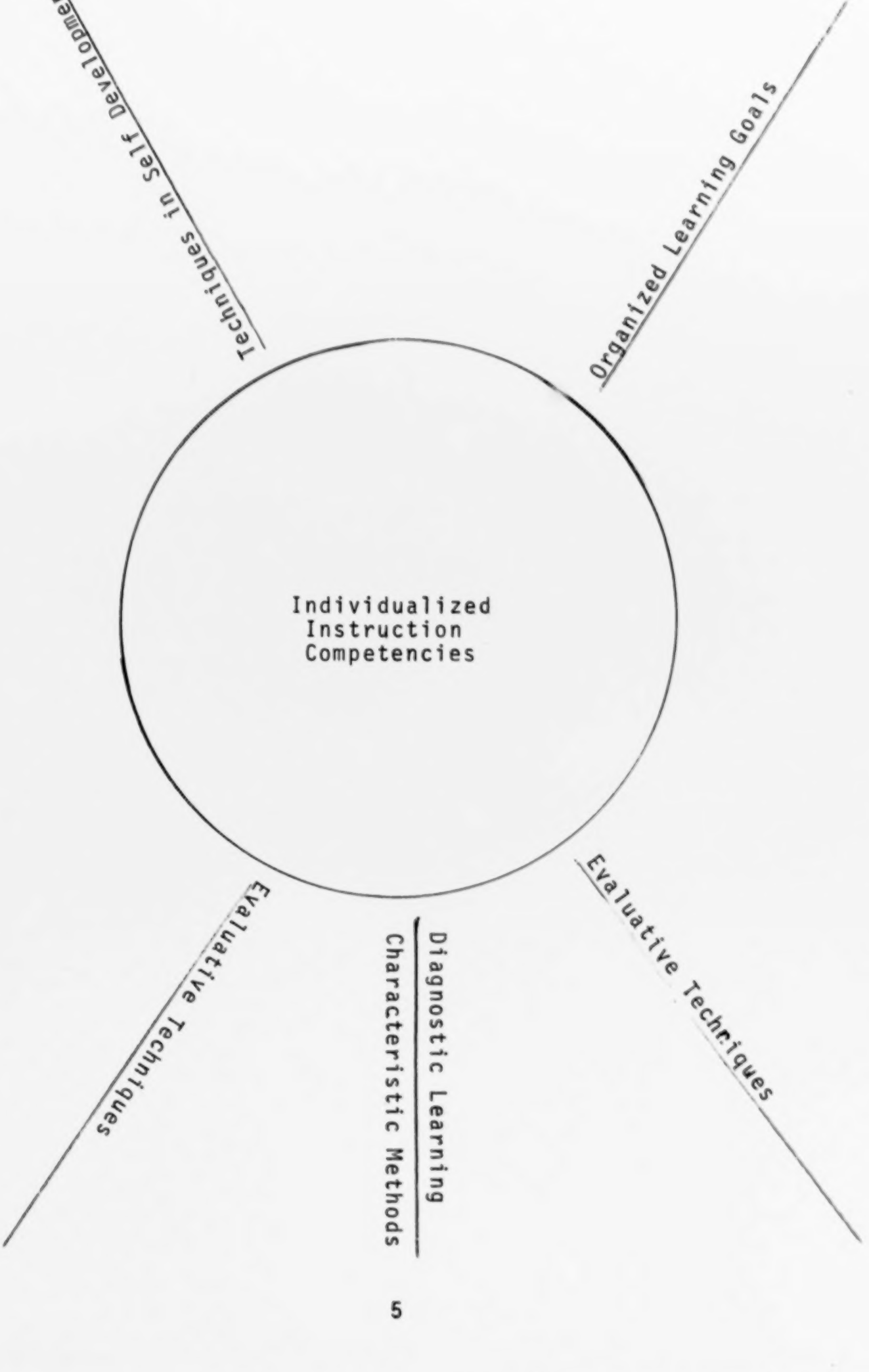
Curriculum Projections for Teacher Education Programs

An important aspect of individualized instruction is the actual one-to-one relationship between student and teacher. Shaw provides for this in many instances. Pictured in this slide is a student being instructed by her teacher in an independent study course.

We were deeply concerned with this phase of the model review. The reason, of course, is involved in the philosophical concept that competencies needed by prospective students can best be provided through a relevant curricular pattern. Our concept of curricular pattern exceeds traditional course content. It includes all of the planned experiences designed to promote competency in teacher education. Our own concept goes far beyond that which was seen in the various models studied. The models included study in various disciplines as part of the student's basic program relegating professional education studies to the last two years.

In contrast, we believe that at the general education level students should be provided with experiences in developing awareness; opportunities for group interaction; diagnoses of indivi-

COMPETENCIES NEEDED TO PROVIDE INDIVIDUALIZED INSTRUCTION

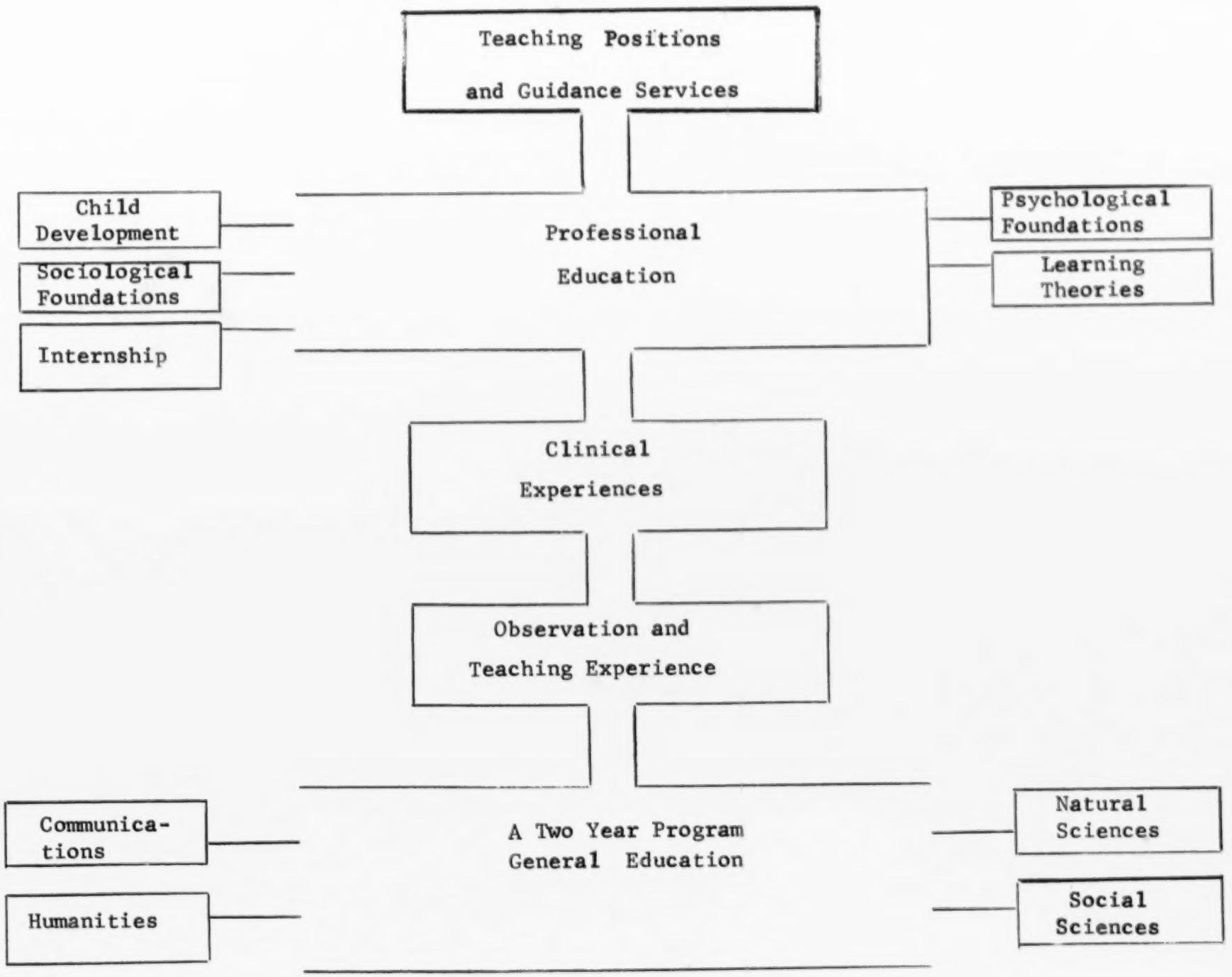


dual needs and appropriate programs for self-development; and observation and teaching practices. We do not subscribe to the idea that all observations and practicing experiences should be assigned only to the senior year. A diagram of the proposed curricular hierarchy for Shaw University is presented.

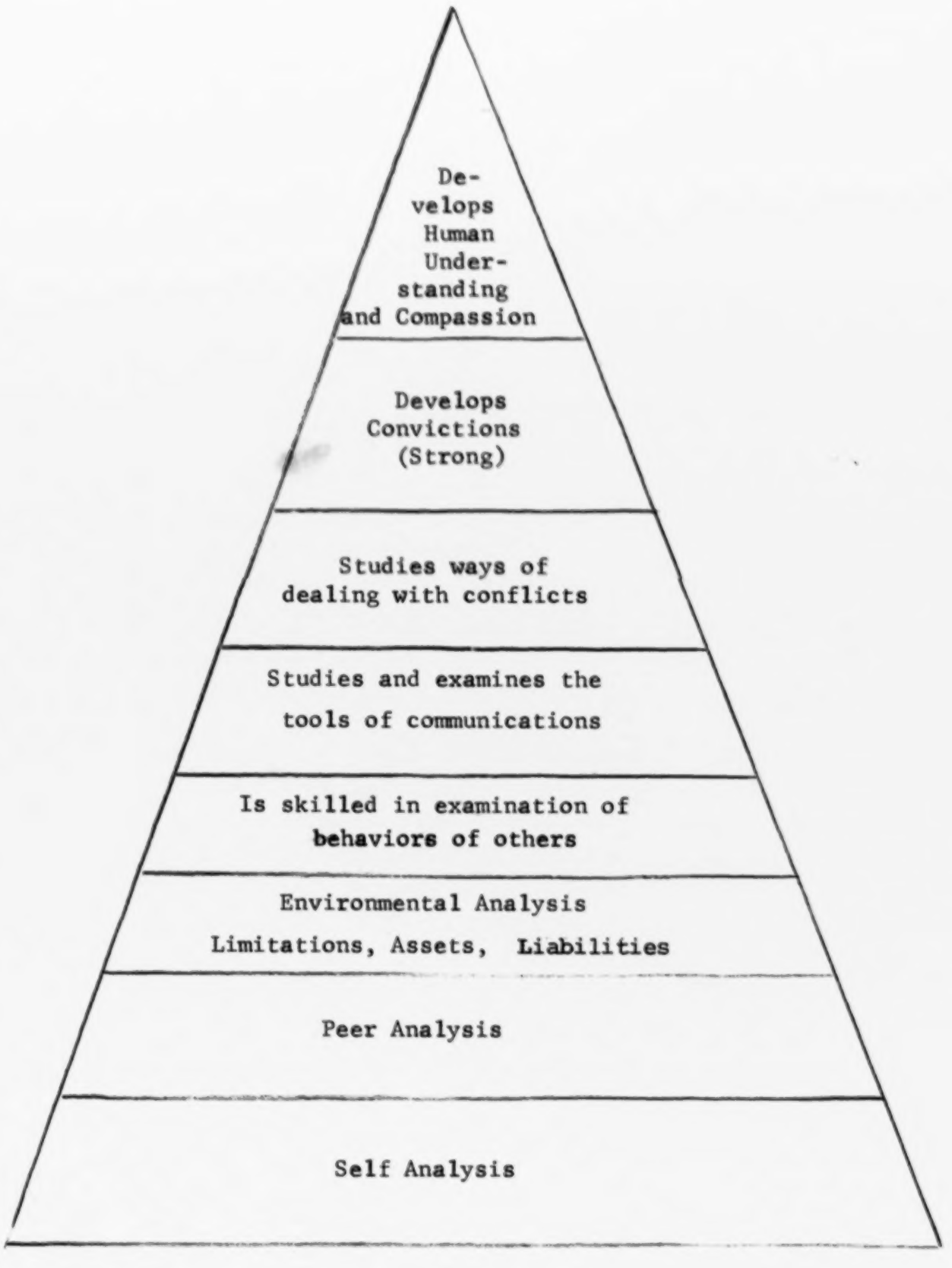
Human Relations Skills

An in-depth study of the models reveals human relations as a key behavioral pattern and an integral part of the education process. The scope of the concept of human relations includes: an individual's thinking about himself; two individuals interacting interpersonally; and groups involved in dynamic behaviors. Here are a group of teachers,guidance counselors, and administrators meeting informally to exchange ideas on improving the educational program and coincidentally improving their own relationships. We are committed to developing an hierarchy of human relations for teacher education students under our supervision. Our hierarchy is designed to develop teachers who exhibit warmth of human understanding, but who are also capable of rigorous thinking, teachers who are in control of their own behavior and who seek a constant pattern of growth. The ultimate goal in our hierarchy is to help prospective teachers develop understanding and a compassion for people especially those who will be under their direction. A hierarchy leading to human understanding and compassion is built upon

DIAGRAM OF CURRICULAR HIERARCHY



PYRAMIDAL HIERARCHY OF HUMAN RELATIONS



the firm foundation of self-analysis.

Professional Decison-Making Competencies

The teacher, we believe, is the decision-maker in the classroom. All models under study seem to agree with this concept. In order to realize the goal of being an effective decision-maker, the teacher must possess and be able to utilize extensive knowledge and skill. The teacher must decide what material is to be taught, when, and how to teach it. Therefore, he must possess content competency and presentation competency to adequately meet instructional objectives. He must also be sensitive to humanistic, psychological and sociological variables that affect instruction. He must also relate well to colleagues who aid him in his decision-making. Colleagues discuss a professional problem to be solved.

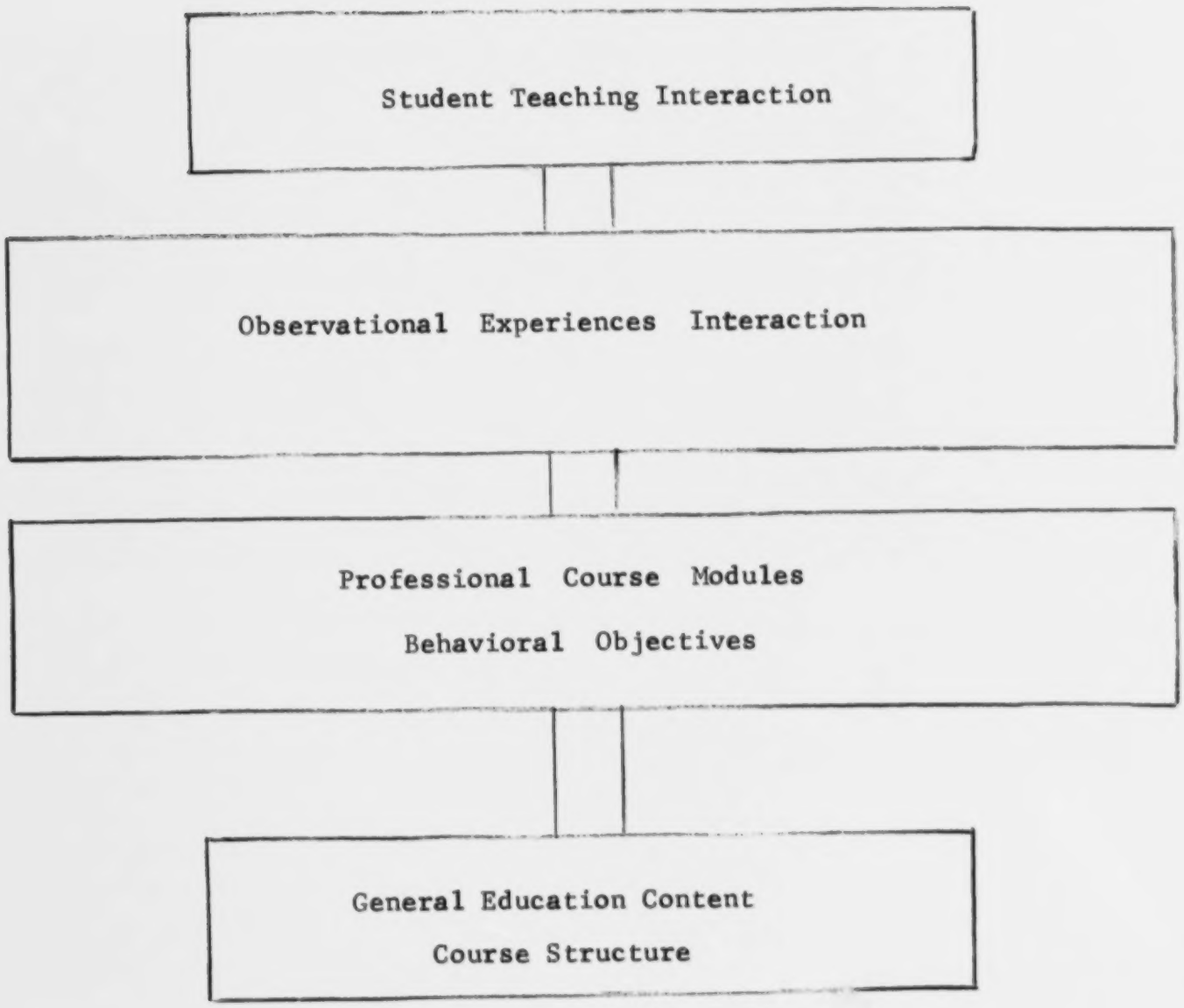
To aid the prospective teacher in developing these competencies, the teacher education program should utilize classroom simulation, micro-teaching experiences, observational experiences (live and videotape), small group work and student teaching experiences. The steps the student-teacher should take to develop his professional decision-making ability are depicted in this slide.

Projected Changes Influencing Teacher Education

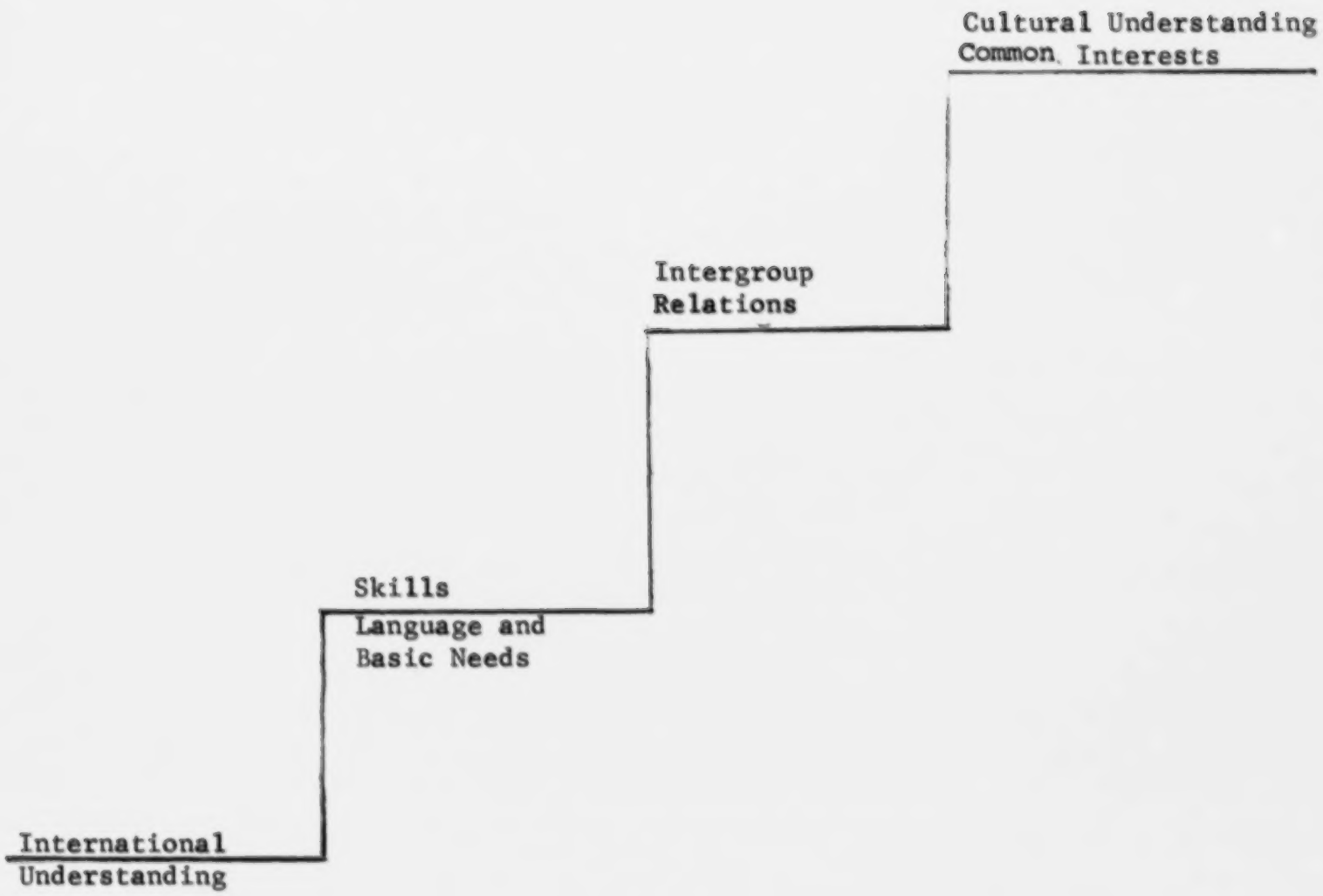
Elementary Teachers

The teacher education faculty is conscious of changes that

DECISION MAKING HIERARCHY



CONTEMPORARY DEMANDS



are influencing education in our times. We realize the demands that are prevalent in all segments of our society. As we studied the nine models, we recognized that this is a common feeling in educational circles throughout the country. We also felt vibrations from the U. S. Government which through its many tentacles has felt the pulse of the nation and is also making demands for a change.

The following demands seem wide-spread and promise to a large extent to influence the course of education: 1) demand for greater international understanding; 2) demand for improved intergroup relations; 3) demand for increased emphasis on education for family life; 4) demands that involve the changes in mores and folkways of society. These contemporary demands are seen as involving international understanding, skills, improved intergroup relations, and cultural understanding.

We are of the opinion that teaching isolated facts and dates in history will do little toward the solution of problems that grow out of intergroup or international relations. Mobility of population, occupational patterns demanding parents' time and other factors are affecting the structure of family life. The constantly changing moral and social mores make demands on education. How will education meet these demands?

The following predictions for education were taken from a composite of various models:

1. Society will make increased demands upon schools and

colleges to fashion programs to meet the needs of all of its people. These needs include vocational education. Here a group of youngsters are at work in a vocational class.

2. The fact that education will be increasingly society-oriented will aggravate the tension between educators and the general public.
3. Education will meet society's demands through increasing attention to the individual.
4. Each major level of organized education will see itself as capable of managing its own program planning, and teachers at each level will seek autonomy over a greater range of matters important to them than ever before.
5. Curriculum developers in elementary and secondary schools will try to overcome extreme separate-subject-centeredness and move toward a more interdisciplinary design.
6. Schools, especially in the inner city, will have to relate more directly to the total environment.
7. Emphasis will be placed on relevance in learning.

Also the following predictions about elementary school teaching should be considered:

1. Only broadly educated persons of high ability will be able to make the difficult decisions required of elementary teachers.
2. The emerging role of the elementary school teacher will require depth of study in at least one academic area and com-

petency in employing a wide range of teaching strategies.

3. The elementary school teacher will have to be able to work as an effective team member with other professional and para-professional personnel.
4. Initial training requirements will call for a pre-service-in-service continuum of experience. New techniques such as micro-teaching have been added to Shaw's teacher-training program. A professor readies the equipment for a micro-teaching session.

Methodology must change to meet the contemporary challenges. Here pupils and teacher explore the problem of the best method to use to facilitate learning of specific subject matter.

Elementary teacher education faces a tremendous challenge with respect to providing a comprehensive and effective training for teachers. The instructional environment is becoming more complex and is becoming interrelated with the enviornment of the surrounding community. Changes will occur in the needs of the students and teachers will have to meet them in a more meaningful manner. New philosophical bases for the programs will be required, new means of providing the necessary learning experiences must be examined and tested, and teacher educators must forge ahead in implementing the needed changes.

Teacher Education Projections

Many changes are projected in teacher education, particular-

ly in four areas. These are the areas of 1) professional laboratory experiences- student teaching; 2) in-service training of teachers; 3) methodology and strategy in teaching; 4) expectations and demands of the teacher.

Designing, defining, and describing the recommended changes in these areas is what our study is all about. They are too detailed and comprehensive to discuss here. Suffice it to say, that our projected program hopefully will provide that any and all learners will be helped to fulfill their human potential when taught by teachers that we educate in our teacher education program.